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ABSTRACT

In this document the performance of Indiana school libraries is contrasted to their situation ten years earlier and compared with the national and state standards. The performance statistics were collected from the 1971-72 Individual School Reports of Instructional Media Programs and generally give data for the percent of schools meeting a standard or level. The key areas investigated were administration, including organization and material selection, services, including library hours, professional services, and card catalog entries, and professional collections. Other key areas were facilities (housing of audiovisual materials, seating capacity, and library use areas), equipment (carrels and specialized equipment), and resources (serials and media). In the areas of facilities and resources there was some data given on a per pupil basis. A conclusion summarized the current state and future needs of Indiana school libraries. (WH)

ED 092131

INDIANA SCHOOL LIBRARIES

A DECADE OF PROGRESS

Indiana School Library Association

CURRICULUM RESEARCH
AND DEVELOPMENT CENTER

SCHOOL OF EDUCATION,
INDIANA STATE UNIVERSITY
TERRE HAUTE

IR 000 690

INDIANA SCHOOL LIBRARY ASSOCIATION

In 1972 the Indiana School Library Association (ISLA) celebrated its silver anniversary. The purposes for which it was organized are as follows: (a) To promote the interests of school libraries in Indiana; (b) To cooperate with the Indiana Library Association, the American Library Association, the American Association of School Librarians, the National Education Association, The Indiana State Teachers Association, the Audio Visual Instruction Directors of Indiana (now Indiana Association of Educational Communications Technology), and other organizations with similar interests; (c) To stimulate interest in librarianship as a profession by granting scholarships and loans and distribution information about the profession; (d) To create, produce, and distribute materials; (e) To interpret the functions and philosophy of school libraries to the public. **Hoosier School Libraries,** published four times a year, is the official publication of ISLA.

DEPARTMENT OF LIBRARY SCIENCE

In 1905 a Department of Public School Library Science was created at Indiana State University (then called Indiana State Normal School) for the purpose of preparing teachers for the "intelligent, systematic and scholarly use of collections of books" as these related to the "organization and management of school libraries." Over the years an undergraduate minor in school librarianship was developed, meeting the Indiana certification requirements. In 1955 the Department of Library Science started to offer graduate work. A Master of Library Science curriculum was begun in 1968. In addition to formal classwork, the department sponsors many conferences and workshops for practicing librarians. In addition to conferences and programs on campus, department faculty members are happy to assist Indiana librarians in other ways upon request.

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SCHOOL OF EDUCATION,

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PREFACE

This status study was undertaken as a project of the Research Committee of the Indiana School Library Association. Statistics and other information were gathered from the 1971-72 Individual School Reports of Instructional Media Programs and were furnished to the committee by the Division of Instructional Media, Indiana Department of Public Instruction. Questions from this report were grouped under (1) personnel, (2) administration, (3) services, (4) facilities, (5) materials, (6) equipment, and (7) inventory.

The committee evaluated and interpreted the findings in relation to national and state standards. Throughout the report both American Library Association and Indiana standards are quoted as criteria essential for good school library media programs. Meeting quantitative standards is only one aspect of evaluation, but many qualitative elements of school library media programs do not lend themselves to exact measurement.

It can be noted that many improvements had been made in Indiana school libraries since the last similar study was made, which was in 1963.

Nancy B. Pillon
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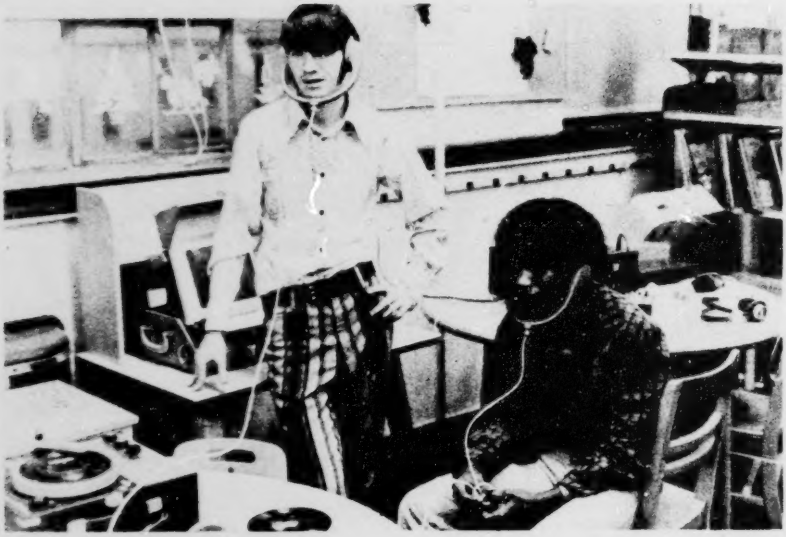
TABLE OF CONTENTS

	Page
INTRODUCTION	1
ADMINISTRATION	2
Organization	2
Materials Selection	4
SERVICES	5
Library Hours	5
Professional Services	5
Card Catalog Entries	7
PROFESSIONAL COLLECTIONS	7
FACILITIES	7
Housing of Audiovisual Materials	7
Seating Capacity	8
Library Use Areas	9
EQUIPMENT	11
Carrels	11
Specialized Equipment	11
RESOURCES	13
Serials	13
Media	15
CONCLUSIONS	16
NOTES	19



STATUS OF SCHOOL LIBRARIES IN INDIANA 1971-72

INTRODUCTION

In order to measure the progress Indiana schools had made in developing media programs to meet student educational and recreational needs, the research committee of the Indiana School Library Association prepared an update of the status study of school libraries prepared by Georgie Goodwin in 1963.[1] Miss Goodwin's study was based on the 1960 American Library Association Standards for School Library Programs,[2] and the Indiana school library standards. Since the publication of the 1960 standards, many new sets of qualitative and quantitative standards, guidelines, suggestions for programs, personnel, resources, equipment, and facilities have been devised. For example, the 1969 standards were published under the joint sponsorship of the Department of Audiovisual Instruction and the American Association of School Librarians.[3] In Indiana, school library and audiovisual standards were published in 1966.[4] School libraries have also been greatly affected by the passage of the Elementary and Secondary Education Act of 1965 (Title II).

This report will attempt to show how the school media centers of the Indiana public schools improved during those nine years and how well the Indiana public schools for the year 1971-72 measured up to state and national standards. The data used was from annual reports submitted by individual schools to the Department of Public Instruction of Indiana.

In evaluating a libary program, the usual factors to be evaluated are personnel, services, resources, facilities, and funds. On the basis of available information, the emphasis in this report will be on administration, services, facilities, equipment, and resources. Due to the format in which schools reported personnel, it was impossible to determine the number of librarians serving Indiana public schools.

ADMINISTRATION

Organization

The trend during the past decade has definitely been toward centralization of school library media facilities and resources. The 1969 joint media standards state:

> The philosophy of a unified program of audiovisual and printed services and resources in the individual school is one that has continuously grown and been strengthened in the last thirty years. This fusion of media resources and services provides optimum service for students and teachers. Many schools have unified programs. For those that have separate audiovisual departments and school libraries, it is recommended that, where ever possible, these services be combined administratively and organizationally to form a media program.[5]

Figure I shows the organization of school libraries and media centers in Indiana in the 1971-72 school year. It can be seen that 41% of the schools had centralized instructional media centers (combined library-audiovisual centers), 17% had central libraries with separate audiovisual centers, 15% had centralized usable libraries, and 14% had centralized unusable libraries (or libraries which are merely for storage). The remaining 13% had classroom collections, cataloged or uncataloged; received most of their supplies from the public library; or

had other inadequate library services. A total of 73% had centralized facilities, including services.

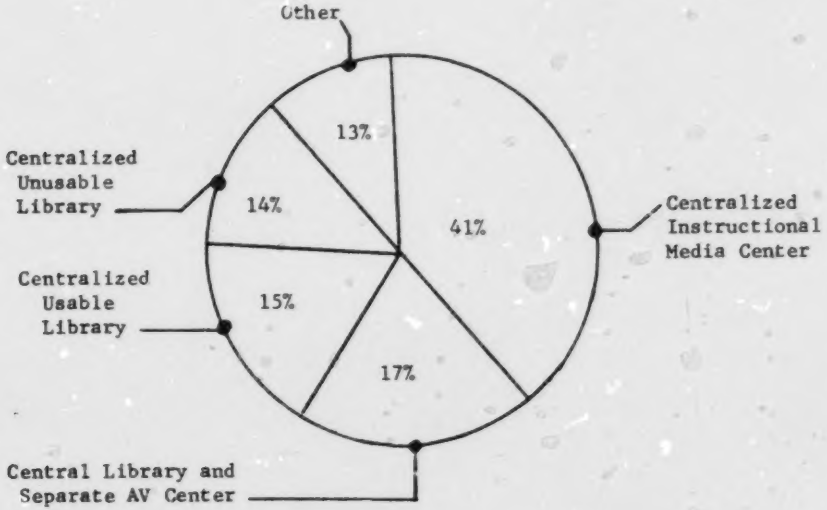


Figure I. Organization of School Libraries and Media Facilities.

The 1971-72 data show a great increase in the number of central facilities and combined programs. According to the 1962-63 report, 18.9% of the schools had instructional materials centers and 35.9% had school libraries. Thus, a total of 54.8% of the schools had central facilities.[6] The 1971-72 report shows an increase of 22% in the number of instructional materials centers and an increase of 18% in schools having centralized facilities.

It is encouraging to note that 23% of the schools without centralized collections reported that they planned to establish instructional materials centers or centralized collections by the 1972-73 school year.

Materials Selection

The 1969 national media standards state:

> The cooperation of teachers and curriculum personnel in selection of materials for the media center is always enlisted, and their suggestions receive priority consideration.[7]

Figure II shows the extent to which librarians reported they involved other school personnel in materials selection: 99% involved the teachers, 94% involved the administrators, 73% involved the audio-visual personnel, and 59% involved the school system library and audio-visual personnel.

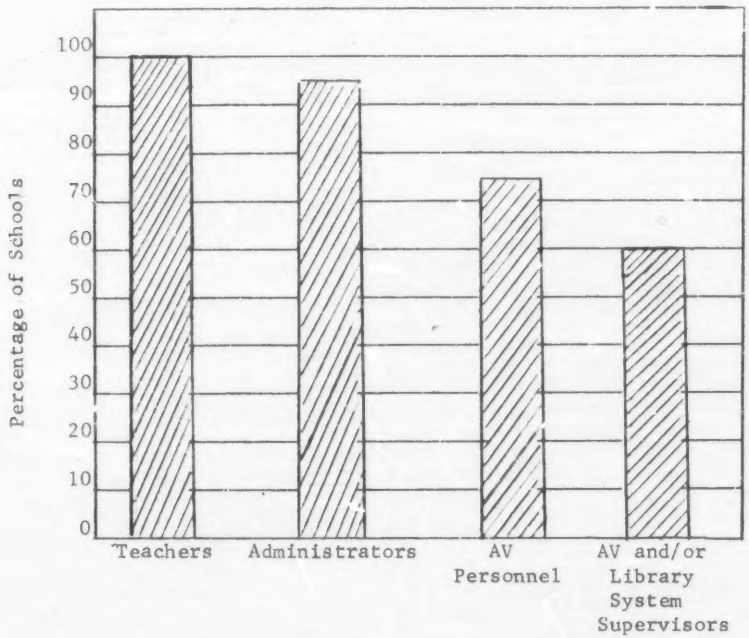


Figure II. Percentage of Individuals Involved in Materials Selection.

SERVICES

Library Hours

To meet students' needs for the use of the variety of materials that are now available in the media center, librarians have developed extended hours. The most popular time for extended hours seems to be before and after school. Most schools offering extended hours include one or both of these periods in their regular schedule. Figure III shows that 75% of the schools reported that the library was open before school, 49% after school, 17% during the summer and .8% on Saturdays. The extended hours programs are designed to serve both faculty members and students. Even if only a few faculty members and students avail themselves of the services of extended hours, most librarians feel that it is worth while to continue having them. Sometimes the librarian can give more individual help to the students then than at any other time.

Professional Services

Of the school libraries with centralized facilities, 100% had professional services available to the students and teachers sometime during the school day, and 54% of these had full time professional services available during the school day. This is the more meaningful statistic, especially since some librarians serve two or more schools.

In addition, 75% of the same schools also had services available before school, 49% after school, 17% during the summer and 1% on Saturdays.

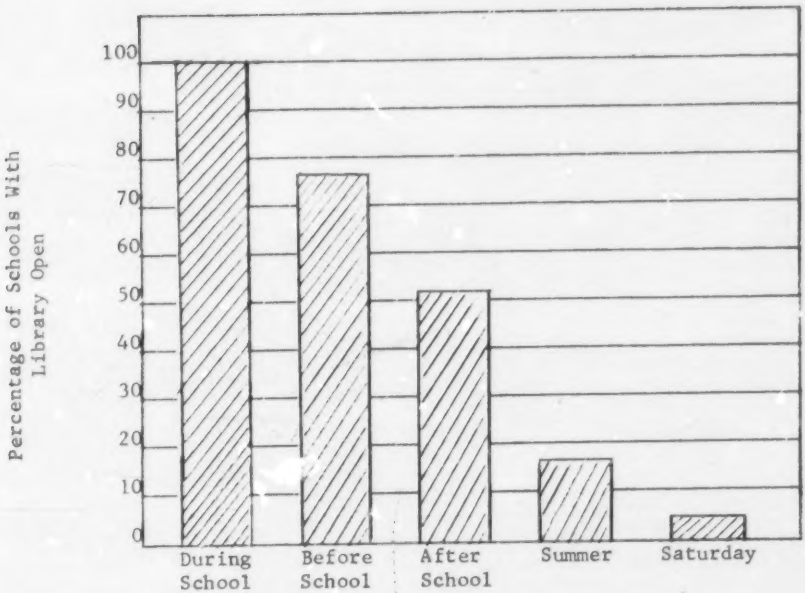


Figure III. School Library Hours.

The 1962-63 report showed that about 27% of the schools had a full-time librarian and that a further 19% had the services of a school librarian at least 50% of the time.[3] The 1971-72 report shows that twice as many schools now have a full-time librarian.

In addition to the hours open and the hours that professional assistance is available, another factor in determining the use of the library is the assigning of study halls to the library. It is noted that 84% of the school libraries were free from assigned study halls. The instructional responsibility of the media specialist will increase as independent learning becomes more widespread.

Card Catalog Entries

The 1960 national school library standards recommended:

> In schools where audiovisual materials are not part of the library areas, the card catalog in the school library contains entries for audiovisual items owned by the school.[9]

For the 1971-72 year, 69% of the school libraries or media centers reported that they had all print and nonprint materials listed in the card catalog.

PROFESSIONAL COLLECTIONS

One of the factors influencing teacher use of the library is the adequacy of the professional collection. The 1969 media standards suggest:

> Administrators, classroom teachers, media specialists and other members of the faculty must have easy access to professional materials for quick consultation and reference.[10]

Both the state and national standards suggest 200-1000 titles of professional books. The Indiana standards call for 25-50 titles of professional magazines,[11] whereas the national standards are slightly higher calling for 40-50 titles.[12]

In 1971-72, 77% of the schools reported that they had a collection of professional education materials. The report form did not ask for the number of professional books and magazines.

FACILITIES

Housing of Audiovisual Materials

The Indiana standards suggest:

> Teachers and students should be able to find the materials they need in one area of the school.[13]

Figure IV shows where audiovisual materials were housed in schools: 40.5% in IMC's, 22.5% in libraries, 15.1% in audiovisual centers, 2.2% in department offices, 8.4% in classrooms, and 5.5% in principals' offices.

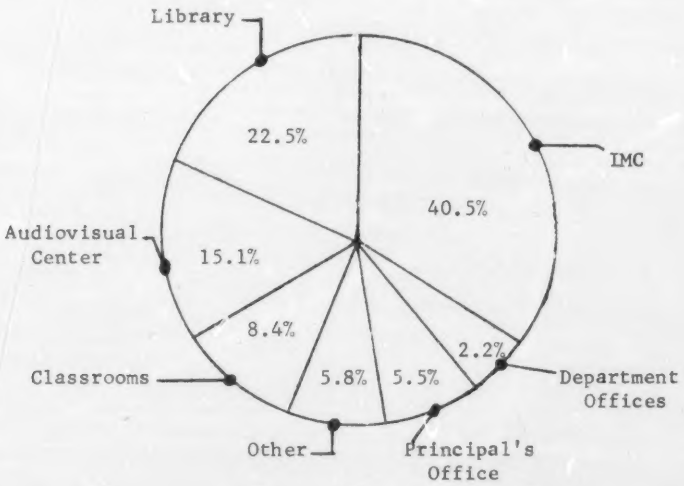


Figure IV. Location of Audiovisual Materials.

Seating Capacity

The national media standards require space for reading and browsing to be 40 square feet per student for 15% of the student enrollment,[14] although many other authorities recommend that the total space be sufficient for seating at least 20% of the student enrollment. In the study of seating capacity of Indiana school libraries, it was found

that 29% of the schools could seat at least 10% of the student body and 7% of the schools could seat at least 20% of the student body. The Indiana standards of seating at least 10% of the student body was met by only 36% of the schools, although 87% of the schools reported a reading area available in the library.

Library Use Areas

The Indiana standards state:

> Specifications should include areas for reading, listening, viewing, preparation, individual learning and storage for equipment and periodical collections. Additional space should be provided for offices and work rooms for the staff.[15]

The Indiana standards state further:

> In schools with enrollments up to 500, one workroom-storage area may serve for both printed and audiovisual materials and equipment, allowing about 400 square feet. . . . Materials center facilities must include sufficient work space for the technical processing and repair of materials, for conducting business routines and for storing supplies and equipment. Additional space is desirable for listening and viewing, although the same arrangements as those noted above can be used in the same schools.[16]

The number of conference rooms depends upon the requirements of the individual school.[17]

The degree to which Indiana schools provide the various types of space needed varies greatly. Figure V shows that 60% of the schools had a listening area, 36% had a conference area, 47% had an office, 70% had a periodical storage area, 54% had a print materials work area, 44% had a nonprint materials work area, 37% had a faculty work area, and 11% had a dark room.

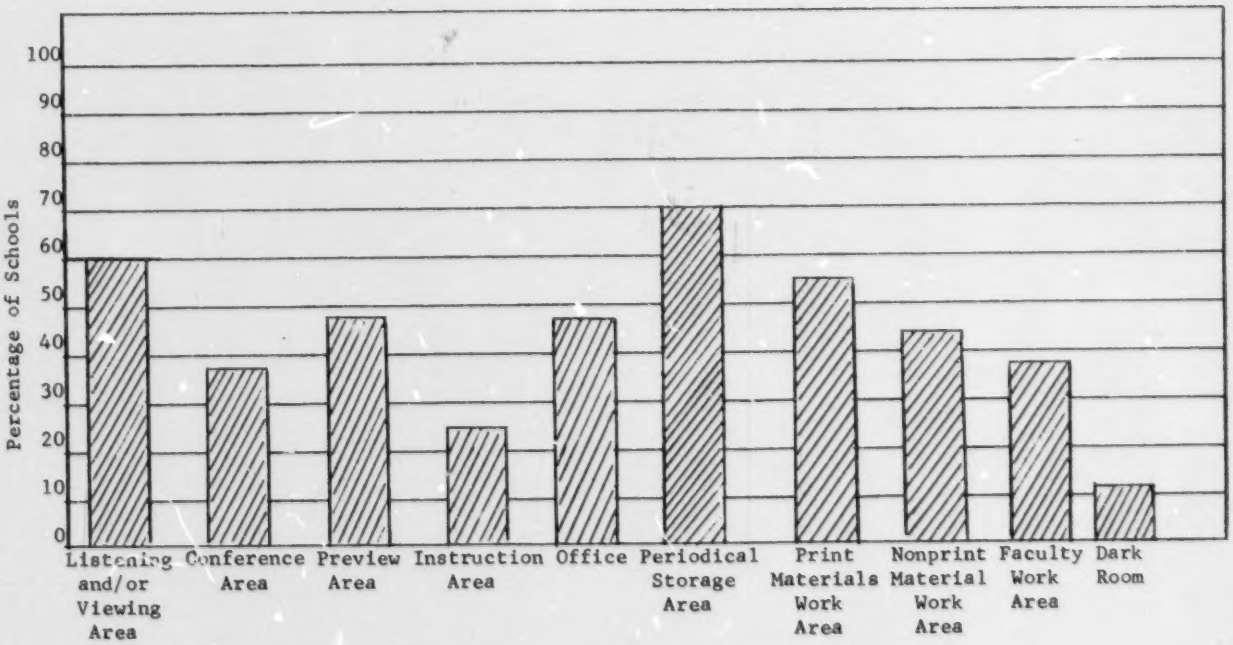


Figure V. Percentage of Schools Reporting Various Types of Library Use Areas.

EQUIPMENT

Carrels

The national media standards specify that 30-40% of the seating capacity be for individual study areas, equipped with power and the capability of electronic and response systems and television outlets.[18]

As shown in Figure VI, 31% of the schools in Indiana had at least one carrel in the library; 11% had 11 or more carrels. Furthermore, 21% of the schools had at least one carrel equipped for listening and viewing.

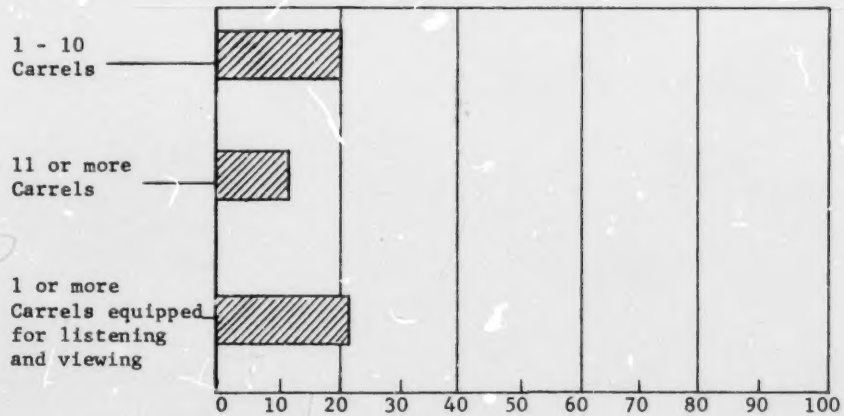


Figure VI. Percentage of Schools with Library Carrels.

Specialized Equipment

Since many of the school libraries are making a transition from a print-oriented program to the concept of a media center, a variety of specialized equipment is needed. As the role of the library is changing, the librarian must be concerned with the coordination of all

media of communication and their integration into the school's learning program. The Indiana schools, as shown in Figure VII, reported the availability and use of the following types of the newer media, encompassing computer-assisted instruction, programmed materials, television, and remote-access retrieval systems.

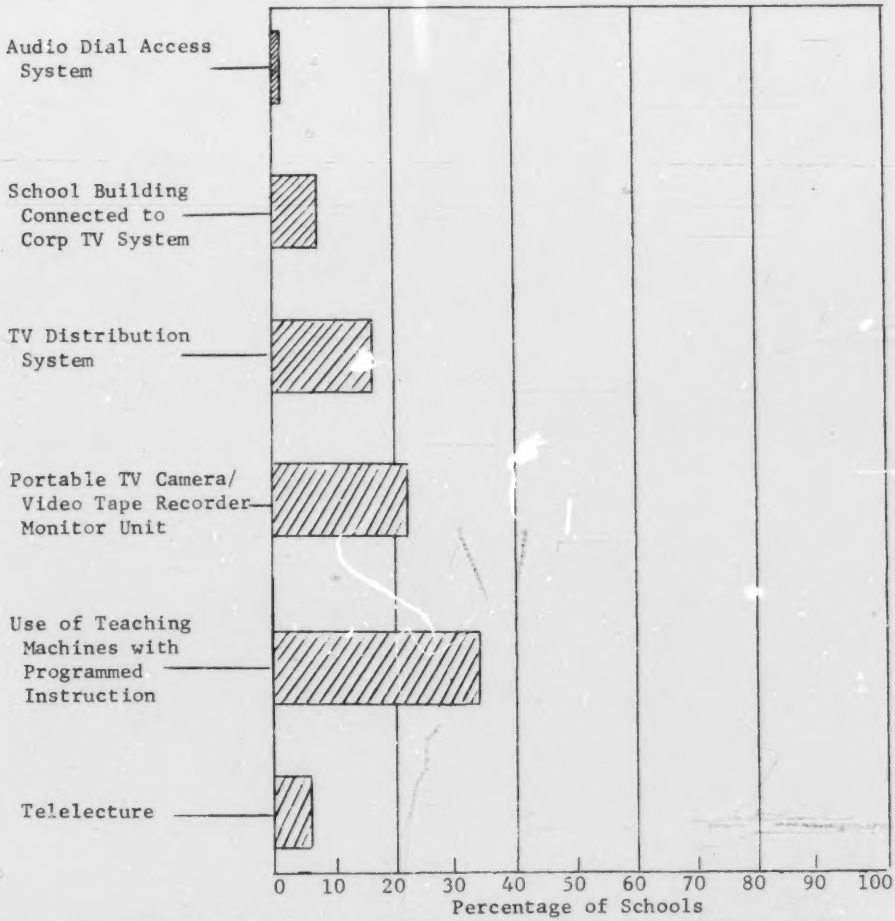


Figure VII. Percentage of Schools with Each Type of Newer Media Equipment.

It can be seen that 3% had an audio dial access system; 8.8% were connected to a corporation TV system; 16.5% had a TV distribution system within the building; 21.3% had a portable TV camera, video tape recorder and a monitor unit; 32.5% used teaching machines with programmed instruction; and 7% used telecture for instructional purposes.

RESOURCES

Serials

With such rapid progress in science and such great change in society, it is necessary for the schools to provide students with current information through magazines and newspapers. The national media standards make the following recommendations, based on school levels:[19]

K-6	40-50 titles
K-8	50-73 titles
Junior High	100-125 titles
Secondary school	125-175 titles

The Indiana standards recommend that the number of magazines be in accordance with the level of schools, and their requirements are as follows:[20]

K-6	25 titles
K-8	50 titles
Junior High	70 titles
Senior High	120 titles

The Indiana standards suggest:

> A magazine room for current periodicals (covering at least the previous five years) and for microfilm equipment.[21]

The Indiana standards also state:

> Superior junior and senior high schools will need to provide a reference collection of magazines and newspapers on microfilm.[22]

It was noted earlier that 70% of the schools had a periodical storage area. This was necessary since, according to Figure VIII, 75% of the schools kept back issues of magazines and 10% kept back issues of serials on microform. The figures reflect an extensive provision for usage of back issues of periodicals for reference purposes. With

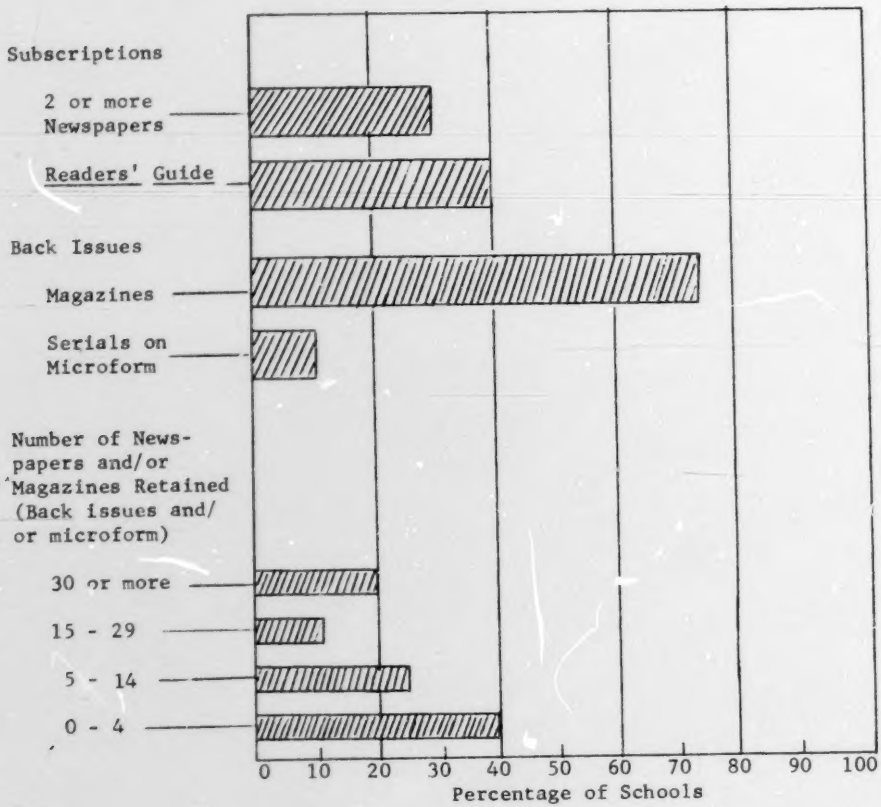


Figure VIII. School Serial Holdings.

so much independent study, it is important to provide back issues. Many librarians are buying back volumes of magazines on microform to save space. Two or more newspapers were subscribed to by 30% of the schools and 40% subscribed to the Readers' Guide to Periodical Literature.

Media

The national media standards made the following important recommendation regarding materials for schools of 250 students or over:

> Books - At least 6,000 - 10,000 titles representing 10,000 volumes or 20 volumes per student, whichever is greater.[23]

In 1971-72 the total number of books in the Indiana schools was 10,363,061 and the enrollment for that year was 1,210,231. There was an average of 8.56 books per student in the Indiana schools. This almost meets the requirement of 10 books per student, although there is no assurance that the distribution throughout the schools was equal.

Although the number of books per Indiana student could be determined, the number of books per student in each school could not be determined from available data.

Not only did the average book per student of Indiana fail to meet national standards, but the total collection of audiovisual materials was extremely small. The quantity of media must be increased if librarians are to meet instructional needs and keep up with the great changes of society.

The national media standards recommend 500-1,000 titles of filmstrips representing 1,500 prints or 3 prints per pupil, whichever is greater (the number of titles to be increased in larger collections). The Indiana standards recommend one filmstrip per student (per ADA the

preceding year).[24] In 1971-72 there was a total of 861,493 filmstrips or .71 of a filmstrip per student in the schools of Indiana. This almost met the standard of one filmstrip per student.

It is difficult to comment on the other totals for various categories of materials, because the collections were too small or because the standards did not suggest a per-student requirement.

CONCLUSIONS

The school media centers of Indiana made much progress during the nine years from 1962-63 to 1971-72, but they still failed to meet the national or the state standards.

One of the important improvements made was the increase in the number of schools with centralized libraries. Both national and state standards recommend a centralized library. The 1971-72 report shows that 18% more schools had centralized facilities than in the 1962-63 report.

Media service requires adequate provision for personnel, both professional and nonprofessional, with knowledge about all types of media. A full time librarian or media specialist is an acknowledged factor in the library program's success. Almost twice as many schools in 1971-72 had a school librarian, as in the 1962-63 school year.

The terms media, media center, and media center specialist encompass the total program of services relating to printed and audiovisual materials. The schools were asked whether they had provisions for the various categories of the newer media, and it was found that substantial provisions for the newer media had been made. For example, 32.5% of the

schools were using teaching machines with programmed instruction, 16.5% of the schools had a TV distribution system within the school building, and 60% of the school libraries had a listening center. The prevalence of other specialized areas is also high. Individual study carrels will help make available to students the materials that facilitate independent learning. Almost one-third of Indiana school libraries reported having at least one carrel for individual study.

Accessibility of library facilities at all times during the school day with extended hours of service is needed for good services. Libraries should be available for use before and after school and on Saturdays, if possible. Many Indiana schools have various schedules for extended hours as a means of providing free access to materials.

It is disappointing to note that although Indiana standards call for the provision of seating at least 10% of the student body, only 36% of Indiana schools were meeting this standard.

The involvement of other school personnel in selection of materials is basic to cooperation among all school personnel, which is so vital to a good school library program. The study showed that 99% of the school librarians were involving the teachers and 94% involving the administrators in the selection of materials. To further encourage teachers in the use of the library, 7[illegible]% of the school libraries had professional education materials.

Since the 1962-63 study did not investigate services, comparisons cannot be made in this area, but it can be seen that by 1971-72 many services to Indiana students and teachers were being well provided.

As seen from the above data, most Indiana schools do not yet have collections of printed and audiovisual materials adequate to meet the demands on them by the instructional program of the modern school. If collections of many kinds of materials are to be provided to the extent that they can be a meaningful factor in the improvement of learning, then more adequate media budgets are essential. In addition to having a balanced and flexible collection in the media center, individualized and independent learning will necessitate making available to students the materials that facilitate learning and individualized instruction.

Furthermore, in order to improve and expand the program of library and audiovisual services in the school, additional staff must be provided. The emphasis must be on the quality of the program of services provided to teachers and students from the library.

NOTES

1. Goodwin, Georgie, and Richardson, E. Gordon. Status of School Libraries in Indiana 1962-63. Indianapolis: Department of Public Instruction, n.d. 11. + appendix.

2. American Association of School Librarians. Standards for School Library Programs. Chicago: American Library Association, 1960.

3. American Association of School Librarians and the Department of Audiovisual Instruction. Standards for School Media Programs. Chicago: American Library Association, 1969.

4. Indiana. State Department of Public Instruction. Guidelines: School Library and Audiovisual Needs - 1966. Indianapolis: State Department of Public Instruction, 1966.

5. AASL and DAVI, op. cit., 2.

6. Goodwin, op. cit., 4.

7. AASL and DAVI, op. cit., 21.

8. Goodwin, op. cit., 5.

9. AASL, op. cit., 90.

10. AASL and DAVI, op. cit., 33.

11. Indiana, op. cit., 15.

12. AASL and DAVI, op. cit., 33.

13. Indiana, op. cit., 12.

14. AASL and DAVI, op. cit., 40.

15. Indiana, op. cit., 10, 11.

16. Ibid., 17.

17. Ibid., 18.

18. AASL and DAVI, op. cit., 41.

19. Ibid., 30.

20. Indiana, op. cit., 15.

NOTES

21. Ibid., 20.

22. Ibid., 15.

23. AASL and DAVI, op. cit., 30.

24. Indiana, op. cit., 29.

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